

## **An Analysis on Students' Anxiety in Speaking English at the Second Student in SMAN 1 Bangkinang**

**Erma Yulis<sup>1</sup>, Masrul<sup>2</sup>, Wida Rianti<sup>3</sup>**

<sup>1,2,3</sup> Universitas Pahlawan Tuanku Tambusai

e-mail: ermayuliss46@gmail.com

### **Abstrak**

Speaking adalah salah satu skill dalam belajar Bahasa Inggris. penelitian ini menjelaskan tentang analisis kecemasan siswa dalam berbicara Bahasa Inggris di SMAN 1 Bangkinang tahun ajaran 2022/2023. Penelitian ini bertujuan untuk mengetahui level kecemasan siswa dalam berbicara Bahasa Inggris. Menurut Horwitz dalam (Cendani, 2018) mengatakan bahwa ada tiga level kecemasan dalam berbicara Bahasa Inggris, yaitu high level, medium level, dan low level. Penelitian ini menggunakan metode penelitian kualitatif. Peneliti memilih kelas 11 IPA SMAN 1 Bangkinang sebanyak 26 siswa sebagai sampel dalam penelitian ini. Dalam penelitian ini, peneliti menggunakan questionnaire dalam mengumpulkan data. Berdasarkan temuan hasil penelitian, peneliti menemukan bahwa tingkat kecemasan siswa dalam berbicara Bahasa Inggris yaitu berada pada high level, yaitu sebanyak 13 siswa (50%) berada pada high anxiety, kemudian sebanyak 11 students (42.3%) berada pada medium anxiety, dan sebanyak 2 students (7.7%) berada pada low anxiety. Jadi dapat disimpulkan bahwa level kecemasan siswa dalam berbicara bahasa inggris dikategorikan high anxiety level.

**Kata kunci:** *Kecemasan dalam Berbicara, Level Kecemasan Berbicara, Penelitian Kualitatif*

### **Abstract**

Speaking is one of the skills in learning English. This study describes the analysis on students' anxiety in speaking English at SMAN 1 Bangkinang in the 2022/2023 academic year. This study aims to determine the level of students' anxiety in speaking English. According to Horwitz in (Cendani, 2018) there are three levels of anxiety in speaking English, namely high level, medium level, and low level. This study used qualitative research methods. The researcher chose the 11th grade science class of SMAN 1 Bangkinang as many as 26 students as the sample in this study. In this study, researchers used a questionnaire in collecting data. Based on the findings of the research, the researchers found that the level of anxiety of students in speaking English was at a high level, as many as 13 students (50%) were in high anxiety, then 11 students (42.3%) were at medium anxiety, and as many as 2 students (7.7%) are in low anxiety. So it can be conclude that the level of anxiety in speaking English of students at SMAN 1 Bangkinang is categorized as high anxiety level.

**Keywords:** *Speaking Anxiety, Speaking Anxiety Level, Qualitative Research.*

### **INTRODUCTION**

Speaking is a language skill that is carried out orally by humans in everyday life. (Marleni, 2017) stated that Speaking is communicative way which includes the use of verbal and non-verbal language to convey the meaning. In learning English there are 4 skills that must be mastered by students, namely, writing, reading, listening, and speaking. According to (Salem & Al Dyiar, 2014) argue that speaking is an important skill as it is considered the bridge that connects people talking the same language. In line with that (Yanti & Hardi, 2019)

speaking is one of the most important skills which people should have. Speaking is a very important skill to master because when someone masters speaking well especially speaking in English it will be easier to communicate with people from various countries.

(Agustin et al., 2019) stated that Speaking is the expression of contributing ideas, opinion, advice, their comments and interaction during teaching and learning process in the classroom. According to (Nadia & Yansyah, 2018) stated that speaking is one of the basic skills that everyone has, so everyone can communicate and interact with others. In reality, not everyone can speak well in front audiences especially in English. Speaking in English is a person's skill to convey his desires and thoughts to anyone verbally, however, speaking skills are difficult to develop if they are not trained continuously. Practicing speaking skills can be done with colleagues in the class, English teachers, or other teachers who can speak English. With frequent practice it can improve speaking skills, enrich vocabulary use, improve language structure, perfect vocabulary utterances, add English sentences, and train hearing so that it is easy to catch messages from the other person.

According to (Nunan, 2003) as cited in (Masrul et al., 2021) numerous individuals feel that speaking in a foreign language is very difficult than writing, listening, or reading for two motives. First, speaking occurs progressively; usually, the person you are talking to is waiting for you to speak correctly at the time. Second, when you speak, you can't alter and revise what you wish to state, as you can if you are writing.

Nowadays many of students find it difficult in speaking English, because English not language that she or he use in daily life. Students in Indonesia have started to learn English from elementary school to tertiary level. However, there are still many students who cannot speak English fluently and precisely. Nunan (2000:39) as cited in (Nadia & Hilalina, 2020) describes that speaking is one of the key aspects of learning a second or foreign language. Furthermore, he noted that success in language learning was measured in terms of the ability to carry out conversations in the target language. It can be said that the ability to speak fluently is very important in language learning for students to communicate both inside and outside the classroom.

According to (Sutarsyah, 2017) there are some variables that can influence learners' speaking performance. Among these variables, language anxiety is a very common problem that affects students' speaking performance. Speech anxiety, a complex psychological construct, is considered as an affective variable in language learning. This means that speaking anxiety has also been one of the factors involved in the success of language learning, either positively or negatively. Anxiety is feelings of tension, apprehension, nervousness and worry about potential negative outcomes or events (Spielberger, 1983) as cited in (Nadia & Hilalina, 2020). Anxiety is a state of concern for students that something terrible will happen. Thornbury (2005) as cited in (Juwitawati & Pratiwi, 2018) also stated that lack of vocabulary, incorrect grammar, fear of mistakes are some of the factors that can contribute to speech failure and cause acute anxiety when speaking. According to (Rianti, 2019) stated that:

Teaching vocabulary at Senior High School in Indonesia is one of the main focuses in the English teaching. Therefore the English teachers should find out the effort on searching and creating a new model in presenting materials, in order to increase vocabulary ability.

In teaching vocabulary to students the teacher must be creative so that students are enthusiastic and easier to remember vocabulary during the teaching and learning process. In addition, the problem of speaking anxiety does not only occur in beginners but also students who usually deal with English so that this makes speaking English activities prone to anxiety.

Based on previous research conducted by (Sulfiani, 2020) showed that anxiety in third semester students of class 3 f majoring in English at University Muhammadiyah Makassar in speaking English in class greatly interfered with student performance in presentations. The results showed that the most influencing factor of anxiety in students was the researcher found that most of the anxiety factors of students in speaking were fear of making mistakes, followed by they were not confident in their English skills and feared being

judged negatively by their friends. The researcher also found that unexpected tasks were one of the causes of students' anxiety.

During training practice program, the researchers found two problems that caused students to be afraid and anxious in speaking English. First, students lack of confidence when speaking in front of the class. This happens because students think that other students have good pronunciation and have good fluency when speaking English. Second, the students are afraid of making mistakes in speaking English. Students are afraid of making mistakes in pronunciation so they choose to be silent. This happens because they are afraid and feel ashamed if they make a mistake.

Based on the explanation above, the researcher is need conducting a research entitled "An Analysis of Students' Anxiety in Speaking English at the Second Student in SMAN 1 Bangkinang".

## **METHOD**

This research will be conducted at SMAN 1 Bangkinang, Kampar, Riau, Indonesia, on the 2021-2022 academic year. This qualitative research method began by submitting a title in mid-March. Then proceed with the writing of the proposal from mid-March to the end of April.

Data collection will be done by giving questionnaires to students. The questionnaire consists of several questions related to anxiety. It consists of 33 items and will be used to collect data. Students are asked to fill in all questionnaires. Data sources in this study consisted of people and objects. People as informants the meaning is as subjects who present the data needed by researchers. While objects are sources of data in the form of documents such as questionnaires that support the achievement of research objectives.

In this study, researchers used a purposive sampling technique. In this case, the researcher selects informants who are considered to know the information and the problem in depth and can be trusted to be a solid source of data. So the researchers conducted research at the second students in SMAN 1 Bangkinang, street Bendungan Uwai-Bangkinang. The samples in this study were students of class XI IPA 1 in 2021/2022 academic year.

Triangulation is one of the approaches taken by researchers to explore and process qualitative data. Triangulation is likened to a technique of checking the validity of the data by comparing the results of the questionnaire to the object of research. According to (Carter et al., 2014) state that three types in triangulation namely, method triangulation, data source triangulation, and theoretical triangulation.

Researcher analysing data through several stages in order to obtain accurate results like following the steps by Ali Sya'ban, M.Pd as cited in (Cendani : 2018) is data collection, data reduction, display data or presentation of data, conclusion or verification.

In this study, the procedures carried out by researchers in collecting data are as follows:

1. The researcher came to the speaking class that was in progress.
2. After the speaking class is over, the researcher distributes a questionnaire about speaking anxiety and conveys the researcher's purpose in distributing the questionnaire and explaining how to answer the questions in the questionnaire.
3. Furthermore, after the students completed filling out the questionnaire, the researcher collected back the questionnaires that had been answered by the students.
4. After collecting the questionnaires, the researcher analysed the levels of students anxiety in speaking English based on the results of the questionnaires that had been answered by the students.
5. Finally, the researcher presented the results that had been obtained using a qualitative research method.

## RESULT AND DISCUSSION

### The Research Findings

The source of data in this study is based on students' answers to the questionnaires that have been distributed about the level of students' anxiety in speaking English. The questionnaire consists of 33 statements with 3 answer options, namely agree (A), neutral (N), and disagree (D).

Agree = High Anxiety Level

Neutral = Medium Anxiety Level

Disagree = Low Anxiety Level

The results of student answers can be seen in the table that follows below:

**Table 1. Questionnaire Item Number 1**

Statement	Options	Freq.	Percentage
I never feel quite sure of myself when I am speaking in my foreign language class,	Agree	8	30,8%
	Neutral	18	69,2%
	Disagree	0	0%
Total		26	100%

From the table 1 shows 69,2% students never feel quite sure of themselves when they are speaking in foreign language class. We can see as many as 8 students (30,8%) answered agree. Then 18 students (69,2%) answered neutral. There are no students answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 2. Questionnaire Item Number 2**

Statement	Options	Freq.	Percentage
I don't worry about making mistakes in language class.	Agree	1	3,8%
	Neutral	10	38,5%
	Disagree	15	57,7%
Total		26	100%

From the table 2 indicate 57,7% students don't worry about making mistakes in language class. We can see as many as 1 students (3,8%) answered agree. Then 10 students (38,5%) answered neutral. 15 students (57,7%) answered disagree. It was found that the low anxiety level was the one students agreed with on this statement.

**Table 3. Questionnaire Item Number 3**

Statement	Options	Freq.	Percentage
I tremble when I know that I'm going to be called on in language class.	Agree	12	46.1%
	Neutral	10	38,5%
	Disagree	4	15,4%
Total		26	100%

From the table 3. shows students tremble when they are know that they to be called on in language class. We can see as many as 12 students (46,1%) answered agree. Then 10 students (38,5%) answered neutral. 4 students (15,4%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 4. Questionnaire Item Number 4**

Statement	Options	Freq.	Percentage
It frightens me when I don't understand what the teacher is saying in the foreign language.	Agree	15	57,7%
	Neutral	9	34,6%
	Disagree	2	7.7%

Total	26	100%
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From the table 4. indicate students frightens when they don't understand what the teacher is saying in the foreign language. It was deals with 15 students (57,7%) answered agree. 9 students (34,6%) answered neutral. 2 students (7,7%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 5. Questionnaire Item Number 5**

Statement	Options	Freq.	Percentage
It wouldn't bother me at all to take more foreign language classes.	Agree	14	53,8%
	Neutral	6	23,1%
	Disagree	6	23,1%
Total		26	100%

From the table 5. shows students wouldn't bother when they to take more foreign language classes. We can see as many as 14 students (53,8%) answered agree. Then 6 students (23,1%) answered neutral. 6 students (23,1%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 6. Questionnaire Item Number 6**

Statement	Options	Freq.	Percentage
During language class, I find myself thinking about things that have nothing to do with the course.	Agree	9	34,6%
	Neutral	11	42,3%
	Disagree	6	23,1%
Total		26	100%

From the table 6. indicate 42,3% students during language class, they find themselves thinking about things that have nothing to do with the course. It was deals with 9 students (34,6%) answered agree. 11 students (42,3%) answered neutral. 6 students (23,1%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 7. Questionnaire Item Number 7**

Statement	Options	Freq.	Percentage
I keep thinking that other students are better at language than I am.	Agree	15	57,7%
	Neutral	9	34,6%
	Disagree	2	7,7%
Total		26	100%

From the table 7 shows students keep thinking that other students are better at language then themselves. We can see as many as 15 students (57,7%) answered agree. Then 9 students (34,6%) answered neutral. 2 students (7,7%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement

**Table 8. Questionnaire Item Number 8**

Statement	Options	Freq.	Percentage
I am usually at ease during tests in my language class.	Agree	12	46,2%
	Neutral	14	53,8%
	Disagree	0	0%
Total		26	100%

From the table 4.8 indicate 53,8% students usually at ease during tests in them language class. It was deals with 12 students (46,2%) answered agree. 14 students (53,8%)

answered neutral. There are no students who answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 9. Questionnaire Item Number 9**

Statement	Options	Freq.	Percentage
I start to panic when I have to speak without preparation in language class.	Agree	17	65,4%
	Neutral	8	30,8%
	Disagree	1	3,8%
Total		26	100%

From the table 9. shows students start to panic when they have to speak without preparation in language class. We can see as many as 17 students (65,4%) answered agree. Then 8 students (30,8%) answered neutral. 1 students (3,8%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 10. Questionnaire Item Number 10**

Statement	Options	Freq.	Percentage
I worry about the consequences of failing my foreign language class.	Agree	18	69,2%
	Neutral	7	26,9%
	Disagree	1	3,9%
Total		26	100%

From the table 10. indicate students worry about the consequences of failing them foreign language class. It was deals with 18 students (69,2%) answered agree. 7 students (26,9%) answered neutral. 1 students (3,9%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 11. Questionnaire Item Number 11**

Statement	Options	Freq.	Percentage
I don't understand why some people get so upset over foreign language classes.	Agree	7	26,9%
	Neutral	12	46,2%
	Disagree	7	26,9%
Total		26	100%

From the table 11 shows 46,2% students don't understand why some people get so upset over foreign language classes. we can see as many as 7 students (26,9%) answered agree. Then 12 students (46,2%) answered neutral. 7 students (26,9%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 12. Questionnaire Item Number 12**

Statement	Options	Freq.	Percentage
In language class, I can get so nervous I forget things I know.	Agree	12	46,1%
	Neutral	10	38,5%
	Disagree	4	15,4%
Total		26	100%

From the table 12 indicate students can get so nervous and forget things they know. It was deals with 12 students (46,1%) answered agree. 10 students (38,5%) answered neutral. 4 students (15,4%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 13. Questionnaire Item Number 13**

Statement	Options	Freq.	Percentage
It embarrasses me to volunteer answer in my language class.	Agree	7	26,9%
	Neutral	18	69,2%
	Disagree	1	3,9%
Total		26	100%

From the table 13 shows 69,2% students embarrasses to volunteer answer in language class. We can see as many as 7 students (26,9%) answered agree. Then 18 students (69,2%) answered neutral. 1 students (3,9%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 14. Questionnaire Item Number 14**

Statement	Options	Freq.	Percentage
I would not be nervous speaking the foreign language with native speakers.	Agree	5	19,2%
	Neutral	12	46,1%
	Disagree	9	34,7%
Total		26	100%

From the table 4.14 indicate 46,1% students would not be nervous speaking the foreign language with native speakers. It was deals with 5 students (19,2%) answered agree. 12 students (46,1%) answered neutral. 9 students (34,7%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 15. Questionnaire Item Number 15**

Statement	Options	Freq.	Percentage
I get upset when I don't understand what the teacher is correcting.	Agree	4	15,4%
	Neutral	6	23,1%
	Disagree	16	61,5%
Total		26	100%

From the table 15 shows 61,5% students get upset when they are don't understand what the teacher is correcting. We can see as many as 4 students (15,4%) answered agree. Then 6 students (23,1%) answered neutral. 16 students (61,5%) answered disagree. It was found that the low anxiety level was the one students agreed with on this statement.

**Table 16. Questionnaire Item Number 16**

Statement	Options	Freq.	Percentage
Even if I am well prepared for language class, I feel anxious about it.	Agree	15	57,7%
	Neutral	11	42,3%
	Disagree	0	0%
Total		26	100%

From the table 16 indicate students feel anxious even they well prepared for language class. It was deals with 15 students (57,7%) answered agree. 11 students (42,3%) answered neutral. There are no students who are answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 17. Questionnaire Item Number 17**

Statement	Options	Freq.	Percentage
I often feel like not going to my language class.	Agree	4	15,4%
	Neutral	8	30,8%
	Disagree	14	53,8%

Total	26	100%
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From the table 17 shows 53,8% students often feel like not going to them language class. We can see as many as 4 students (15,4%) answered agree. Then 8 students (30,8%) answered neutral. 14 students (53,8%) answered disagree. It was found that the low anxiety level was the one students agreed with on this statement.

**Table 18. Questionnaire Item Number 18**

Statement	Options	Freq.	Percentage
I feel confident when I speak in foreign language class.	Agree	4	15,4%
	Neutral	16	61,5%
	Disagree	6	23,1%
Total		26	100%

From the table 18 indicate 61% students feel confident when they speak in foreign language class. It was deals with 4 students (15,4%) answered agree. 16 students (61,5%) answered neutral. 6 students (23,1%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 19. Questionnaire Item Number 19**

Statement	Options	Freq.	Percentage
I am afraid that my language teacher is ready every mistake I make.	Agree	8	30,8%
	Neutral	16	61,5%
	Disagree	2	7,7%
Total		26	100%

From the table 4.19 shows 61,5% students afraid that they language teacher is ready every mistake they make. We can see as many as 8 students (30,8%) answered agree. Then 16 students (61,5%) answered neutral. 2 students (7,7%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 20. Questionnaire Item Number 20**

Statement	Options	Freq.	Percentage
I can feel my heart pounding when I'm going to be called on in language class.	Agree	20	76,9%
	Neutral	4	15,4%
	Disagree	2	7,7%
Total		26	100%

From the table 20 indicate students feel they heart pounding when they are going to be called on in language class. It was deals with 20 students (76,9%) answered agree. 4 students (15,4%) answered neutral. 2 students (7,7%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 21. Questionnaire Item Number 21**

Statement	Options	Freq.	Percentage
The more I study for a language test, the more confused I get.	Agree	4	15,4%
	Neutral	15	57,7%
	Disagree	7	26,9%
Total		26	100%

From the table 21 shows 57% students feel that more they are study for a language test, the more confused them get. We can see as many as 4 students (15,4%) answered agree. Then 15 students (57,7%) answered neutral. 7 students (26,9%) answered disagree.



It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 22. Questionnaire Item Number 22**

Statement	Options	Freq.	Percentage
I don't feel pressure to prepare very well for language class.	Agree	10	38,5%
	Neutral	12	46,1%
	Disagree	4	15,4%
Total		26	100%

From the table 22 indicate 46% students never feel pressure tu prepare very well for language class. It was deals with 10 students (38,5%) answered agree. 12 students (46,1%) answered neutral. 4 students (15,4%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 23. Questionnaire Item Number 23**

Statement	Options	Freq.	Percentage
I always feel that the other students speak the foreign language better than I do.	Agree	17	65,4%
	Neutral	8	30,8%
	Disagree	1	3,8%
Total		26	100%

From the table 23 shows students always feel that the other students speak the foreign language better than they are. we can see as many as 17 students (65,4%) answered agree. Then 8 students (30,8%) answered neutral. 1 students (3,8%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 24. Questionnaire Item Number 24**

Statement	Options	Freq.	Percentage
I feel very self-conscious about speaking the foreign language in front of other students.	Agree	3	11,5%
	Neutral	13	50%
	Disagree	10	38,5%
Total		26	100%

From the table 24 indicate 50% students feel self-conscious about speaking the foreign language in front of other students. It was deals with 3 students (11,5%) answered agree. 13 students (50%) answered neutral. 10 students (38,5%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 25. Questionnaire Item Number 25**

Statement	Options	Freq.	Percentage
Language class move so quickly I worry about getting left behind.	Agree	15	57,7%
	Neutral	9	34,6%
	Disagree	2	7,7%
Total		26	100%

From the table 25 shows that students feel language class move so quickly and worry about getting left behind. We can see as many as 15 students (57,7%) answered agree. Then 9 students (34,6%) answered neutral. 2 students (7,7%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 26. Questionnaire Item Number 26**

Statement	Options	Freq.	Percentage
I feel more tense and nervous in my language class than in my other classes.	Agree	7	26,9%
	Neutral	13	50%
	Disagree	6	23,1%
Total		26	100%

From the table 4.26 shows that 50% students feel more tense and nervous in language class than other class. It was deals with 7 students (26,9%) answered agree. 13 students (50%) answered neutral. 6 students (23,1%) disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 27. Questionnaire Item Number 27**

Statement	Options	Freq.	Percentage
I get nervous and confused when I am speaking in my language class.	Agree	8	30,8%
	Neutral	15	57,7%
	Disagree	3	11,5%
Total		26	100%

From the table 27 shows that 57,7% students feel nervous and confuse when they are speaking in language class. We can see as many as 8 students (30,8%) answered agree. Then 15 students (57,7%) answered neutral. 3 students (11,5%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 28. Questionnaire Item Number 28**

Statement	Options	Freq.	Percentage
When I'm on my way to language class, I feel very sure and relaxed.	Agree	11	42,3%
	Neutral	10	38,5%
	Disagree	5	19,2%
Total		26	100%

From the table 28 shows that students feel very sure and relaxed when they are on the way to language class. It was deals with 11 students (42,3%) answered agree. 10 students (38,5%) answered neutral. 5 students (19,2%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 29. Questionnaire Item Number 29**

Statement	Options	Freq.	Percentage
I get nervous when I don't understand every word the language teacher say.	Agree	11	42,3%
	Neutral	13	50%
	Disagree	2	7,7%
Total		26	100%

From the table 29 shows that 50% students feel nervous when they do not understand what the teacher is saying. We can see as many as 11 students (42,3%) answered agree. Then 13 students (50%) answered neutral. 2 students (7,7%) answered disagree. It was found that the medium anxiety level was the one students agreed with on this statement.

**Table 30. Questionnaire Item Number 30**

Statement	Options	Freq.	Percentage
I feel overwhelmed by the number of rules you have to learn to speak a foreign language.	Agree	12	46,1%
	Neutral	8	30,8%
	Disagree	6	23,1%
Total		26	100%

From the table 30 shows that students feel overwhelmed by the many rules that must be learned in learning a foreign language. It was deals with 12 students (46,1%) answered agree. 8 students (30,8%) answered neutral. 6 students (23,1%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 31. Questionnaire Item Number 31**

Statement	Options	Freq.	Percentage
I am afraid that the other students will laugh at me when I speak the foreign language.	Agree	14	53,8%
	Neutral	8	30,8%
	Disagree	4	15,4%
Total		26	100%

From the table 4.31 shows that students are afraid of being laughed at by other students when speaking English. We can see as many as 14 students (53,8%) answered agree. Then 8 students (30,8%) answered neutral. 4 students (15,4%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 32. Questionnaire Item Number 32**

Statement	Options	Freq.	Percentage
I would probably feel comfortable around native speakers of the foreign language.	Agree	13	50%
	Neutral	8	30,8%
	Disagree	5	19,2%
Total		26	100%

From the table 32 indicate students would feel comfortable around native speakers of the foreign language. It was deals with 13 students (50%) answered agree. 8 students (30,8%) answered neutral. 5 students (19,2%) answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

**Table 33. Questionnaire Item Number 33**

Statement	Options	Freq.	Percentage
I get nervous when the language teacher asks questions which I haven't prepared in advance.	Agree	15	57,7%
	Neutral	11	42,3%
	Disagree	0	0%
Total		26	100%

From the table 33 we can see there are still many students who feel nervous when the teacher asks questions that students have not prepared before. As many as 15 students (57,7%) answered agree. Then 11 students (42,3%) answered neutral . There are no students who are answered disagree. It was found that the high anxiety level was the one students agreed with on this statement.

## Discussion

This study aims to determine the level on anxiety of students in speaking English in the eleventh grade of SMAN 1 Bangkinang. From the research findings above, we can see

that the most dominant level of students' anxiety in speaking English is the high anxiety level. The second is medium anxiety level and the third is low anxiety level.

This study uses a questionnaire to collect data. The questionnaire was adopted from Horwitz with 33 statement items. This study uses a scale likers, namely, agree, neutral, and disagree. Horwitz in (Cendani, 2018) categorizes there are three levels of anxiety in speaking, first high anxiety level, medium anxiety level, and low anxiety level.

Students are categorized as low level when students feel confident for the situation in their experienced so that they do not feel embarrassed to interact with others though they got difficulty in their experiences. Students are categorized as medium level when students feel less confident about the situation in their experienced with doubt in their abilities and still needs help from others in certain condition. They will also comfortable if they get a help and support from the others. Students are categorized as high level when students feel unconfident on their capabilities that make them afraid to do something although in the imperative condition.

As many as 13 students (50%) who are at high anxiety level. The questionnaire items numbered 3,4,5,7,9,10,12,16,20,23,25,28,30,31,32, and 33. 11 students (42.3%) were at low anxiety level. The questionnaire items numbered 1,6,8,11,13,14,18,19,21,22,24,26,27, and 29. 2 students (7.7%) were at low anxiety level. with items questionnaire number 2,15, and 17.

## CONCLUSION

This research was conducted at SMAN 1 Bangkinang in the eleventh grade of Science in the academic year 2022/2023. This study aims to determine the level of students' anxiety in speaking English. Based on finding if the research the dominant level of anxiety in speaking English is high anxiety level, where are 13 students (50%) who are at high anxiety level. The second, 11 students (42.3%) were at medium anxiety level. The third, 2 students (7.7%) were at low anxiety level. So it can be concluded that the level of anxiety of students in speaking English is categorized as high anxiety level.

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